



St Keyna 2019-20 Pupil Premium Plan End of Year Review

Due to lockdown and school closure we were unable to gather our normal amount of end of year data. Some sections of the report have therefore not been updated since the mid-year review as this was the most recent data collection point available.

1. Summary information

Academic year	2019-20	Pupil Premium Grant (PPG) received per pupil	£1,320	Indicative PPG as advised in School Budget Statement	£93,720
Total number of pupils	234 Year R-6	Number of pupils eligible for PPG	71	Actual PPG budget	

Context

St Keyna is situated in one of the 50th most deprived areas (Deprivation Index) and has approximately 30% of pupils entitled to the pupil premium funding. The school serves the Tintagel Estate, which has been claimed to suffer deprivation not seen since the 1950s.

<https://www.somersetlive.co.uk/news/somerset-news/curo-estate-suffers-deprivation-not-2054220>

2. Summary of the Pupil Premium Grant

The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

3. Current Attainment from 2018-19 data

	Disadvantaged Pupils (number of pupils)	All Pupils (number of pupils)	National
Reception pupils achieving a Good Level of Development	(4) 80%	(29) 69%	All pupils 72% Disadvantaged 56%
Year 1 pupils meeting the required standard in Phonics	(8) 50%	(39) 72%	All pupils 82% Disadvantaged 71%
Year 2 pupils meeting the required standard in Phonics retake	(14) 79%	(6) 83%	All pupils 91% Disadvantaged 85%

Year 2	READING				WRITING				MATHS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Expected Standard	73	63	74	75	67	53	85	69	70	67	76	76
% at Expected for Disadvantaged Pupils	25	60	64	78	50	40	79	73	38	60	64	79

Year 6	READING				WRITING				MATHS				GPVS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Age Related Expectation	60	73	68	73	64	79	88	78	84	79	74	79	84	82	74	78
% working at greater depth	12	27	15	27	8	33	18	20	8	18	15	27	20	33	18	36
% at Expected for Disadvantaged Pupils	44	42	63	78	44	58	94	83	78	50	75	84	78	58	88	83

KS2	SCHOOL 2017	SCHOOL 2018	SCHOOL 2019	National 2019
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M	44	64	53	65
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M Disadvantaged Pupils	33	25	50	51

4. Key priorities

- To continue narrowing the attainment gap between pupil premium and non-pupil premium pupils, ensuring that all pupil premium pupils achieve good levels of progress
- To improve the life chances of pupil premium pupils by ensuring they leave St Keyna with English and maths skills at or above age related expectations
- To provide emotional support for pupils so that they are resilient and willing to take on the challenge of learning
- To provide enrichment opportunities to enhance life experiences

4. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers

A	<p>Specific gaps in learning for a small number of identified pupils eligible for the PP grant which prevent them from achieving ARE/+.</p> <p>There are a number (24, 34%) of disadvantaged pupils who are identified as being both eligible for the PP grant and who are on the school's SEND register leading to multiple barriers to learning, progress and attainment.</p>
B	<p>Reception Baseline levels for many areas of the Early Years Foundation Stage curriculum in both the prime and specific areas are below age-related expectations, with poor oral and language skills limiting their communication, for a large proportion of PP pupils.</p>
C	<p>In today's climate, where so much of children's time is spent using technology, there is an absence of reading for pleasure. It is widely recognised that regular reading will improve children's attainment across the curriculum.</p>

Additional barriers

D	<p>Circumstances outside school which affect children's emotional well-being and learning readiness, i.e. parental separation, coming to school without breakfast, lack of nurture, lack of support with learning at home: reading, homework, etc.</p> <p>In some cases, parental engagement with school is low; parental attitude to school is often influenced by their own negative experiences of school.</p>
E	<p>Low attendance – whole school (including nursery) attendance for 18-19 was 1.65% lower for PP children (94%) than for not-PP (95.6%).</p>
F	<p>Limited life experiences which impacts on their understanding of the world and limits their vocabulary.</p>

5. Additional Support Strategies to overcome barriers A-F above	Success criteria	Costs																																																																																																			
<p>Maintain a relentless focus by all teaching staff on PP children to achieve good progress – ensuring gaps in knowledge are identified and addressed through relevant and robust interventions such as: feedback work*, pre-teaching**, teacher focus groups**, peer support***, in class TA support, Personal Learning Plan targets and targeted interventions such as RWInc, Freshstart, etc.</p> <p>The target groups for support are:</p> <ul style="list-style-type: none"> Catch-Up groups – children below age related expectation who need to make accelerated progress to reach ARE. Keep-Up groups - children who have made accelerated progress last year and are now at age related expectation, but who need extra support in order to make expected progress. High attaining PP children - ensuring that these children make good progress or better and deepen their learning. <p>Pupil review/coaching meetings every 3 weeks with a focus on PP children.</p> <p>Termly Pupil progress meetings with a strong focus on PP children.</p> <p><i>Sutton Trust research indicates that:</i> *feedback work accelerates attainment by +8 months **small group tuition accelerates attainment by +4 months ***peer tutoring accelerates attainment by +5 months</p>	<p>Catch-Up children achieve greater than 6 points progress over the year and achieve age related expectations.</p> <p>Keep-Up children achieve 6 points progress and remain at age related expectation.</p> <p>The impact of these support strategies will result in diminishing differences between the attainment of PP children and that of not-PP children both at school and nationally.</p> <p>High attaining pupils achieve at least 6 points progress and remain above age related expectation.</p> <p style="text-align: center;"><u>Mid-Year data</u></p> <p>PUPIL PREMIUM Points progress – target progress 3 points</p> <table border="1" data-bbox="907 722 1868 1121"> <thead> <tr> <th rowspan="2">Year Grp</th> <th colspan="3">Pupil Premium</th> <th colspan="3">Pupil Premium not SEND</th> <th colspan="3">Not Pupil Premium</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>3.5</td> <td>3.9</td> <td>3.3</td> <td>3.8</td> <td>3.3</td> <td>3.2</td> <td>4.3</td> <td>3.4</td> <td>3.6</td> </tr> <tr> <td>Yr 2</td> <td>3.6</td> <td>2.7</td> <td>3.2</td> <td>3.2</td> <td>2.6</td> <td>3</td> <td>3.3</td> <td>3.2</td> <td>3.1</td> </tr> <tr> <td>Yr 3</td> <td>3.5</td> <td>3.1</td> <td>3.7</td> <td>3.4</td> <td>3</td> <td>3.5</td> <td>3.4</td> <td>3</td> <td>3.7</td> </tr> <tr> <td>Yr 4</td> <td>4.7</td> <td>2.5</td> <td>3.6</td> <td>5</td> <td>3</td> <td>5</td> <td>4.4</td> <td>2.9</td> <td>3.8</td> </tr> <tr> <td>Yr 5</td> <td>5.5</td> <td>3.5</td> <td>4</td> <td>5.2</td> <td>3.3</td> <td>4.3</td> <td>5</td> <td>3.7</td> <td>4.2</td> </tr> <tr> <td>Yr 6</td> <td>3.7</td> <td>4.1</td> <td>3.3</td> <td>3.8</td> <td>4</td> <td>3.6</td> <td>3.9</td> <td>3.9</td> <td>3.7</td> </tr> </tbody> </table> <p>The majority of our PP groups are making accelerated progress. Writing has become a focus area for a few children in some year groups.</p> <p><u>Catch-Up and Keep-Up Groups Points Progress</u> Target progress is 3 points.</p> <table border="1" data-bbox="907 1305 1769 1444"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Catch-Up</th> <th colspan="3">Keep-up</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year Grp	Pupil Premium			Pupil Premium not SEND			Not Pupil Premium			R	W	M	R	W	M	R	W	M	Yr 1	3.5	3.9	3.3	3.8	3.3	3.2	4.3	3.4	3.6	Yr 2	3.6	2.7	3.2	3.2	2.6	3	3.3	3.2	3.1	Yr 3	3.5	3.1	3.7	3.4	3	3.5	3.4	3	3.7	Yr 4	4.7	2.5	3.6	5	3	5	4.4	2.9	3.8	Yr 5	5.5	3.5	4	5.2	3.3	4.3	5	3.7	4.2	Yr 6	3.7	4.1	3.3	3.8	4	3.6	3.9	3.9	3.7	Year Group	Catch-Up			Keep-up			Reading	Writing	Maths	Reading	Writing	Maths								<p>Additional TA support in all classes - £58,694</p> <p>DH coaching support £3,000</p> <p>Yr 6 Maths booster group - £702</p> <p>SEND team support contribution - £2,106</p>
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Year 1	3.7	2.8	3.5	NA	NA	NA
Year 2	2.6	2	3	NA	NA	NA
Year 3	3.6	2.5	4.1	3	3.5	3.3
Year 4	4.8	2.8	3.2	3.8	2.8	4
Year 5	4.6	3.6	3.7	5	NA	3
Year 6	3.8	4.2	3.3	NA	5	NA

The majority of the Catch-Up and Keep-Up groups have made accelerated progress.

In Years 1-4 writing is an area where progress is an issue for some Catch-Up children and needs to be a greater focus for teachers in the latter half of the year.

Percentage of Pupil Premium Children across the School (Year 1-6) at/above ARE

	Reading		Writing		Maths		RWM	
	Sum	Spr	Sum	Spr	Sum	Spr	Sum	Spr 1
Not Pupil Premium	77	76	71	66	73	70	62	60
Pupil Premium	61	73	63	57	61	60	53	52
Difference	-16	-3	-8	-9	-12	-10	-9	-8

Reading is showing significant improvements for our Pupil Premium children who have almost closed the gap with their Not Pupil Premium peers.

In writing and maths a few children have slipped out of ARE in the mid-year assessments in both cohorts. These children have now become focus Catch-Up children.

Through book scrutiny, pupil discussion and lesson observation pupils are seen to be using subject-specific, target vocabulary from the St Keyna language continuum.

B/F

Improve vocabulary acquisition through a clear 'St Keyna' language continuum developed within

	<p>all subjects and taught via the use of pre and over learning and use of Word Aware.</p>	<p style="text-align: center;"><u>Mid-Year Review</u></p> <p>Most classrooms have clear subject specific vocab on display, teachers are regularly observed teaching subject specific vocabulary at the start of each lesson. Pupils are beginning to use target vocabulary in their writing.</p>	
B/F	<p>Improve oral language skills through support from a Speech Therapist with 1:1 TA support in class following Speech Therapist's advice.</p> <p>'Word Aware' staff training for teachers with follow up support and guidance from the Sp & L Therapist.</p> <p>SP & L Therapist to work alongside the Reception and Year 1 teachers so that they can deliver 'Attention Autism' to their classes.</p> <p>Talkboost refresher training for relevant St Keyna staff.</p>	<p>Children's speech and language will improve and they'll be better able to communicate both orally and written; children's individual Sp & L targets will be achieved.</p> <p style="text-align: center;"><u>Mid-Year Review</u></p> <p>All classes now are now using Word Aware to expand their vocabulary. In a recent review of Word Aware the Inclusion lead was very impressed with how children were able to articulate their Word Aware learning. All the children interviewed said they really enjoyed learning new words and could recall a variety of activities they were using in class to help them learn new vocabulary, from clapping the syllables to using the word in context.</p> <p>Unfortunately, Talkboost did not get up and running due to teacher absence. Talkboost will be implemented as soon as possible.</p> <p>Attention Autism is delivered weekly to individual and small group pupils in Reception. Small-step progress has been made by all relevant pupils. Pupils now refrain from touching resources until they know it is their turn. They have learnt and understood the meaning of the phrase 'my turn, your turn' and handle resources appropriately.</p> <p>Several pupils have S&L targets which have been set by an NHS SALT. The intervention to meet these targets are delivered weekly by the class TA and are imbedded throughout the week by the class teacher. These are reviewed every two terms, and on average 2 out of the 3 targets have been met, with the third being nearly met.</p> <p>All Nursery, Reception, Year 1 staff and adults who teach Read Write Inc have received training from SLIP regarding identifying missing spoken sounds in pupils and the strategies that can be implemented to</p>	<p>SLIP/S&L support £3,000</p>

		<p>reduce the identified problem. Staff are now equipped to address these needs as they arise.</p> <p>Speech and Language provision was impacted during lockdown, however our SALT continued to work with the most high-needs children through remote learning during this time. After restriction were lifted, our SALT worked directly with 7x pupils in school who had returned to school, and continued to work with 5x pupils who continued to learn at home.</p>	
C	<p>Improve reading through a range of initiatives:</p> <ul style="list-style-type: none"> • High quality whole-class guided reading lessons teaching vocab and reading comprehension strategies* • Whole School Reading Challenge to motivate frequent reading at home/school in conjunction with frequent reading slots made available for children to be listened to read in their own break times (counting as home reads towards the challenge) • Continue 'Book of the week' in Celebration Assemblies to promote a range of suitable reading materials. • Whole staff RWInc trained and RWInc program deployed with fidelity across the school. Support from Reading Hub and School Improvement Advisor. Investment in new decodable reading books (see School Improvement Plan for full details). • 1:1 TA reading support for children who need to make accelerated progress with their reading • Pre-teaching groups for identified children* <p>* Sutton Trust research indicates that reading comprehension strategies accelerates attainment by +7 months.</p>	<p>50 PP children read 4x per week at home (or at school). <i>Last year on average 36 PP children read 4x per week or more at school or at home.</i></p> <p>Attainment at reading improves. <i>Last year, 61% of PP children across the school were at age related expectation. Next year we will endeavour to lift this closer to national (Yr 6 - 73%).</i></p> <p style="text-align: center;"><u>Mid-Year Review</u></p> <p>The whole-school reading challenge has really lifted the amount of reading at home. Children who aren't listened to much at home are now asking to stay in at playtimes for additional reads which will count towards the challenge.</p> <p>Reading progress is strong as the whole school reading focus and new whole class guided reading sessions take effect - 73% of PP children across the school are now at/above ARE in Reading, an increase of 12% from last year.</p>	<p>Additional TA support in all classes - £8,690 Ablaze £550 New reading books £500</p>

D	<p>Ensure an effective raft of nurture and parental support to help improve children’s emotional wellbeing and learning readiness:</p> <ul style="list-style-type: none"> • Nurture Groups and lunchtime support • Time 4 Me • PSA support* • Thrive assessments and interventions • PSPs and other behaviour management tools • Improve parental engagement through making weekly contact with key parents to change embedded negative perceptions of ‘school’.* <p><i>*Sutton Trust research indicates that parental engagement accelerates attainment by +3 months</i></p>	<p>Children receiving nurture support have improved outcomes so that at least expected progress is made. Improved emotional wellbeing. Improved engagement and outcomes in all curriculum areas. Improvements in behaviour and relationships.</p> <p style="text-align: center;"><u>Mid-Year Review</u></p> <p>Breakfast clubs, lunchtime drop-ins, Time4Me and Thrive interventions are supporting a significant proportion of PP children. The school has been frequently described by visitors as very calm and purposeful. A teacher focus on regularly feeding back positive comments to identified parents is beginning to soften preconceived attitudes towards school.</p> <p>The leaders of the daily Rise and Shine Club Nurture Group (KS1) and the daily Good Morning Club Nurture Group (KS2) have liaised carefully with the Thrive Practitioner so that specific activities are planned for the pupils which will close the identified gap in their emotional development. To date, all pupils have made expected / accelerated progress. They have demonstrated an increased ability to communicate thoughts and feelings more effectively, an increase in self-esteem, and a decrease in behaviour incidents due to being able to manage feelings of anxiety and anger better. These improvements have continued in the pupils’ home environment and parents and carers have fed back positively regarding the changes they have seen.</p> <p>During lock-down the Thrive Practitioner continued to support children via remote sessions plus offered support to parents / carers through strategies to help with behavioural / well-being issues that needed to be addressed. Once restrictions were lifted, the Thrive Practitioner continued Thrive sessions in school with pupils who had returned to school, and held off-site sessions at the children’s home in their garden for children who had not returned to school.</p>	<p>Specialist TA delivering: Time4Me, Thrive and nurture - £10,500</p> <p>Nurture groups - £2,380</p> <p>Parent Support Advisor - £1,000</p>
E	<p>Support with punctuality and attendance:</p> <ul style="list-style-type: none"> • Weekly attendance monitoring 	<p>The gap between PP pupils and not-pupil premium pupil’s attendance will narrow. <i>Last year attendance averaged 1.65% lower for PP children than not-PP at 94% attendance.</i></p>	<p>Parent Support Advisor - £1,000</p> <p>Breakfast club - £300</p>

	<ul style="list-style-type: none"> • Hold regular discussions with families to explore barriers to school attendance, involve CMEO as appropriate • Offer free places at breakfast club to support specific PP families • Support parents with advice/help from our Parent Support Advisor • Promote punctuality and attendance through coaching focus on PP children with poor attendance. 	<p>Persistent absenteeism for PP pupils will reduce. <i>Last year 13 pupils had >10% absence.</i></p> <p style="text-align: center;"><u>End of Year Review</u></p> <p>PP attendance was 94.6%, 0.6% better than last year and 1.4% lower than not-PP (96%).</p> <p>14 PP pupils had >10% absence an increase of 1 from the previous year.</p> <p>3 pupils were given free places at breakfast club and 4 families were supported to improve attendance by our PSA.</p> <p>Coaching impact: Yr2/3 Teacher, <i>'M and M love their roles (giving out and collecting very important envelopes around the school) and always remind me when it's time for them to do their job.'</i></p>	
F	<p>Outdoor Education Activities</p> <p>Teachers supported with training to enable them to provide a programme of regular outdoor education activities designed to enhance pupil engagement and increase children's life experiences.</p> <p><i>Sutton Trust research indicates that outdoor adventure learning accelerates attainment by +4 months.</i></p>	<p>Children have a richer educational experience through teacher's ensuring that at least one lesson per week is taught outside in our newly acquired Wild Willow Wilderness.</p> <p>Overall attainment improves.</p> <p style="text-align: center;"><u>End of Year Review</u></p> <p>A wide range of learning has taken place in our designated wild area (the Wild Willow Wilderness) including activities such as: minibeast hunts, sculpture making, den building, science classification, environmental art, etc. The majority of classes had at least 1 lesson per fortnight outside through the winter months. During the summer months the classes that were in school received at least 1 lesson per week in the Wild Willow Wilderness.</p> <p>Year 4 Keyworkers child: <i>'I love going in the Wild Willow Wilderness because we have so much fun.'</i></p>	<p>Outdoor education provision and CPD - £500</p>

F	<p>Widening Opportunities</p> <p>Provide free access to a range of paid afterschool clubs provided by external providers (rugby, FreeG, yoga, football etc)</p> <p>Provide subsidised access to school residential trips and ensure all classes have two trips per year to provide a richer educational experience.</p> <p>Music tuition from music specialists teaching recorders and violins.</p>	<p>A greater proportion of PP children attend afterschool/lunchtime clubs. <i>Last year 81% of PP children attended one or more afterschool clubs. Target this year is to get 90% of PP children attending.</i></p> <p style="text-align: center;"><u>Mid-Year Review</u></p> <p>To date, 75% of PP children have attended at least 1 club, with the vast majority of those having attended a club every term.</p>	<p>Clubs subsidy £1,320</p> <p>Subsidised trips £420</p> <p>Music tuition contribution £200</p> <p>TOTAL £1,940</p>
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